



1. Date of Policy: June 2011

Date of next review: June 2013

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the Christopher Winter Project, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

2. The Consultation Process Has Involved:

This policy was devised by consulting liaising with the following members of the school community

- Pupil focus groups / school council
- Discussions with parents/carers at coffee mornings
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse, EDS
- Consultation with school governors

3. What Is Sex and Relationship Education?

- At St Saviours we believe that SRE should contribute to the spiritual, moral, social, physical and mental development of children and help to prepare them for the responsibilities and experiences of adult life.
- SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and form in positive beliefs, values and attitudes. As a church school, the Christian ethos will provide the context within which all personal development takes place.

4. Principles and Values

In addition St Saviour's believes that SRE should:

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community safe and healthy and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

5. Aims

The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- communicate effectively by developing appropriate terminology for sex and relationship issues.

6. Organisation and Content of Sex and Relationship Education

St Saviour's specifically delivers Sex and Relationship Education through its PSHE Programme, RE and Science lessons at KS1, and KS2.

Much of the Sex and Relationship Education at St Saviour's takes place within PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from professionals such as the school nurse where appropriate. Class teachers work closely with their pupils and we believe that they are usually the best people to work with the students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering

a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE co-ordinator who will help with planning or delivery lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of all the children. For some it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all children receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Children, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from some parts of the sex and relationship education. **They do not have the right to withdraw their children for those parts included in the statutory National Curriculum (i.e. human reproduction in Science lessons).** We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the head teacher has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the child understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

(See the school's confidentiality policy)

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. THE SRE Policy will be evaluated and reviewed every two years. The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Headteacher: Mr Barry Porter

Governor: Mrs Lynn Johnson

Date: June 2011

Below information taken from:

London Borough of Tower Hamlets – Sex and Relationships Education Guidelines for Schools 2005

The National Curriculum

National Curriculum 2000: KS1	
Science	Framework for PSHE & Citizenship
Statutory	Non-statutory
<p>Pupils should be taught:</p> <p><i>Life processes and living things</i></p> <ul style="list-style-type: none"> ■ the difference between things that are living and things that have never been alive ■ that animals, including humans, move, feed, grow, use their senses and reproduce ■ to relate life processes to animals and plants found in the local environment <p><i>Humans and other animals</i></p> <ul style="list-style-type: none"> ■ to recognise and compare the main external parts of the bodies of human and other animals ■ that humans and other animals can produce offspring and that these offspring grow into adults <p><i>Variations and classification</i></p> <ul style="list-style-type: none"> ■ to recognise similarities and differences between themselves and others, and to treat others with sensitivity <p>Pupils should be taught to:</p> <p><i>Investigative skills - planning</i></p> <ul style="list-style-type: none"> ■ ask questions [for example, 'How?', 'Why?', 'What will happen if...?'] ■ use first-hand experience and simple information sources to answer questions 	<p>Pupils should be taught:</p> <p><i>Developing confidence and responsibility and making the most of their abilities</i></p> <ul style="list-style-type: none"> ■ to recognise what they like and dislike, what is fair and unfair, and what is right and wrong ■ to recognise, name and deal with their feelings in a positive way <p><i>Preparing to play an active role as citizens</i></p> <ul style="list-style-type: none"> ■ to recognise choices they can make, and recognise the difference between right and wrong ■ to agree and follow rules for their group and classroom, and understand how rules help them ■ to realise that people and other living things have needs, and that they have responsibilities to meet them ■ that they belong to various groups and communities, such as family and school ■ to contribute to the life of the class and the school <p><i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> ■ how to make simple choices that improve their health and well-being ■ to maintain personal hygiene ■ how some diseases spread and can be controlled ■ about the process of growing from young to old and how people's needs change ■ the names of the main parts of the body ■ rules for, and ways of, keeping safe...and about people who can help them to stay safe

National Curriculum 2000: KS1	
Science	Framework for PSHE & Citizenship
Statutory	Non-statutory
	<p>Pupils should be taught:</p> <p><i>Developing good relationships and respecting the differences between people</i></p> <ul style="list-style-type: none"> ■ to recognise how their behaviour affects other people ■ to listen to other people, and play and work cooperatively ■ to identify and respect the differences and similarities between people ■ that family and friends should care for each other <p><i>Breadth of opportunities</i></p> <ul style="list-style-type: none"> ■ to ask for help

Early Years:

It is recommended that early years provision includes vocabulary, openness (encouraging the asking of questions) and touch as age-appropriate themes and topics contributing to SRE.

National Curriculum 2000: KS2	
Science	Framework for PSHE & Citizenship
Statutory	Non-statutory
<p>Pupils should be taught:</p> <p><i>Ideas and evidence in science</i></p> <ul style="list-style-type: none"> ■ that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects <p><i>Investigative skills</i></p> <ul style="list-style-type: none"> ■ ask questions that can be investigated scientifically and decide how to find answers ■ consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions 	<p>Pupils should be taught:</p> <p><i>Developing confidence and responsibility and making the most of their abilities</i></p> <ul style="list-style-type: none"> ■ to talk about their opinions, and explain their views, on issues that affect themselves and society ■ to recognise their worth as individuals by identifying positive things ■ to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action ■ to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

National Curriculum 2000: KS2	
Science	Framework for PSHE & Citizenship
Statutory	Non-statutory
<p>Pupils should be taught:</p> <p><i>Life processes and living things</i></p> <ul style="list-style-type: none"> ■ that the life-processes common to humans and other animals include nutrition, movement, growth and reproduction ■ to make links between life processes in familiar animals and plants and the environments in which they are found <p><i>Humans and other animals</i></p> <ul style="list-style-type: none"> ■ about the main stages of the human life cycle 	<p>Pupils should be taught:</p> <p><i>Preparing to play an active role as citizens</i></p> <ul style="list-style-type: none"> ■ that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other ■ to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences ■ to explore how the media present information <p><i>Developing a healthy, safer lifestyle</i></p> <ul style="list-style-type: none"> ■ about how the body changes as they approach puberty ■ to recognise the risks in different situations and then decide how to behave responsibly ...and judging what kind of physical contact is acceptable or unacceptable ■ that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong <p><i>Developing good relationships and respecting the differences between people</i></p> <ul style="list-style-type: none"> ■ that their actions affect themselves and others, to care about people's feelings and to try to see things from their points of view ■ to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships ■ that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability ■ where individuals, families and groups can get help and support

***It should be noted that the elements of SRE included in the Science curriculum have been statutory since 1996 and parents do not have a right to withdraw their children from this.**